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ABSTRACT

This book provides study guides to 10 books written for the general public about parenting preschool children. (RH)

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Parenting Preschoolers

By Jeanne Lindsay

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Study Guides for Child Care Books
A Student Manual

Parenting Preschoolers

Study Guides for Child Care Books
A Student Manual

By Jeanne Warren Lindsay

Illustrated by Pam Patterson Morford

PS011404

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To Erin, Eric, Pati, Steve and Mike
who provided in-service training
in living with preschoolers
and to Bob, my love,
who shared that experience.

Also by Jeanne Warren Lindsay:

Parenting Preschoolers:
Curriculum Help and Study Guides
(Teacher's Manual)

They'll Read If It Matters:
Study Guides for Books About Pregnancy and Parenting

You'll Read If It Matters:
A Student Manual

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9. *The Taming of the C.A.N.D.Y. Monster*, 71
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10. *Equal Marriage*, 79
    By Jean Stapleton and Richard Bright

11. *A Guide to Pregnancy and Parenthood for Women on Their Own*, 87
    By Patricia Ashdown-Sharp

HOW TO PURCHASE STUDY GUIDE BOOKS

The following prices are accurate at this time (1978) but may change at any time. If you order directly from the publisher, add $1.00 to cover handling and mailing.

Ashdown-Sharp, Patricia. *A Guide to Pregnancy and Parenthood for Women on Their Own.* 1975, 1977, 188 pp. pap. $3.95. Vintage Books, Random House, Inc., 201 East 50th St., New York, NY 10022.

Carmichael, Carrie. *Non-Sexist Childraising.* 1977, 158 pp. $9.95. Pap. $4.95 (available fall, 1978). Beacon Press, Inc., 25 Beacon St., Boston, MA 02108.

Eden, Alvin N., M.D., with Joan Rattner Heilman. *Growing Up Thin.* 1975. 216 pp. pap. $1.50. David McKay Company, Inc., 750 Third Ave., New York, NY 10017.

Granger, Richard H., M.D. *Your Child from One to Six.* 1977, 92 pp. pap. $1.75. DHEW Publication No. (OHDS) 77-30026. U.S. Department of Health, Education, and Welfare, Office of Human Development, Children's Bureau. Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Harris, Robie H., and Elizabeth Levy. *Before You Were Three.* Photographs by Henry E. F. Gordillo. 1977, 138 pp. $7.95. Delacorte Press, 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017.

Lally, Dr. J. Ronald, and Dr. Ira J. Gordon. *Learning Games for Infants and Toddlers.* Illustrated by Bill Finch. 1977, 80 pp. pap. $2.40. New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, NY 13210.

Lansky, Vicki. *The Taming of the C.A.N.D.Y. Monster.* Illustrated by Lynn Johnston. 1978, 141 pp. pap. spiral bdg., $4.45. Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, MN 55391.

Olness, Karen, M.D. *Raising Happy Healthy Children.* Illustrated by Pat Seitz. 1977, 163 pp. pap. $3.95. Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, MN 55391.

Smith, Helen Wheeler. *Survival Handbook for Preschool Mothers.* 1977, 140 pp. pap. $2.95. Follett Publishing Company, 1010 W. Washington Blvd., Chicago, IL 60607.

Stapleton, Jean, and Richard Bright. *Equal Marriage.* 1976, 144 pp. $5.95. Abingdon Press, 201 Eighth Avenue S., Nashville, TN 37202.

1 INTRODUCTION— TO THE STUDENT

You may be a parent some day. Perhaps you help take care of small children now. Or you may already be a parent.

In any case, you almost certainly are going to be interacting with small children throughout your life. Even non-parents are not immune to preschoolers!

Babies, toddlers, and preschoolers are interesting little people. They aren't miniature adults who automatically know how to "behave." They want to please their parents and other caring and loving grownups, but they need help in doing so.

Not too long ago high school and college students who studied about children took "child development" courses. They learned a lot about the physical development of children and a little about their emotional and intellectual development. Usually the texts were written about "those children" rather than "your children." Yet most of us prefer information applied directly to our own lives.

Popular Books for Parents

Many books are being written today to help mothers and fathers (rather than students) learn the skills and the art of parenting. Because these books depend on sales to parents everywhere, they are written to appeal to the book buying public generally rather than for use in the schools. Many of us don't read textbooks unless they are assigned for class credit. We know we can learn as much from a well organized and well written

"popular" book on the same topic as we can from a textbook.

This is the idea behind *Parenting Preschoolers: Study Guides for Child Care Books*. Ten of the best recently published books concerned with parenting toddlers and preschoolers were selected. These are books full of helpful ideas and information for parents. Some of them are beautifully illustrated, and all of them make interesting reading.

Study Guides Aid Reading

The study guides in *Parenting Preschoolers* were written to help you pull out the important ideas in these books and to think more deeply about the information and suggestions presented. Many questions are written as if you, the reader, were a parent already. This is done as a way of personalizing your assignments.

Your teacher probably won't assign all ten books to any one student. S/he may help you choose books especially to meet your needs and interests. Or some of the guides may be used to supplement the textbooks and/or other materials you are using in your parenting, child development, social studies, parent psychology, or English class.

To get the most from these books and study guides, DON'T just look quickly through the book for answers to the questions. Instead, read the book with an open mind. Think of little children as you read, and of how the ideas in the book could help you become a better parent -- whether you have children of your own to parent, or care for and love someone else's child occasionally.

Work with Preschoolers

When the study guide asks you to interact with a child -- play a game or whatever -- be sure you take time to carry out that assignment. You learn parenting best from playing and working with children, not just

from reading books! If you don't have a small child in your family, borrow a neighbor's child. If you have an infant center or preschool at your school, you are especially lucky.

You may notice that questions in the study guides usually refer to a child as "she." Of course the questions apply both to girls and boys, but using "s/he" and "her/him" is awkward. "She" is used in this book in an attempt to make up for most of the study guide books referring to all children as "he."

PLEASE use complete sentences in your answers to the study guide questions and in your work-with-a-child reports. It won't take much longer and will give you good practice in writing -- a skill that can help you a lot now and in the future.

Above all, ENJOY the books. And when and if you are a parent, ENJOY your children. If you truly like and love children -- and you also know something about their feelings and the way they develop physically, mentally, and emotionally -- you are well on your way to being a loving and capable parent.

Happy reading -- and happy parenting.

Book Study Guides

2 *Before You Were Three*

By Robie H. Harris and Elizabeth Levy

This book will help you understand why babies and small children act as they do. As you read it, you may also gain some insight into little children's feelings.

READ "Introduction" and "About This Book," pp. ix-xiii. Study the pictures on the next two pages.

1. What is the value of baby's yelling and crying immediately after birth?

READ Chapter One, "The First Few Days," pp. 2-12.

2. How soon after birth does a baby usually start focusing her eyes?

3. What is a reflex? Describe one reflex human babies have at birth.

4. Does the baby feel any pain when the umbilical cord is cut after birth? If not, why not?

5. Describe colostrum. Is it good for baby?

6. What do newborn babies most like to look at? What hint does this give you about caring for baby?

READ Chapter Two, "Walking," pp. 14-32.

7. Describe the newborn baby's "walking reflex." How long does it last?

8. What is the first movement that a baby learns to control?

9. What is "airplaning"? Between what ages is a baby apt to start airplaning?

10. At what age did Tommy first sit up? What difference did this make in his life?

11. What is the difference between creeping and crawling? Do all babies creep?

12. At what age(s) do babies learn to crawl?

13. What problem did Tommy have when he first learned to stand up?

14. What is cruising (as it refers to babies)? What is its purpose?

15. Tommy took a few steps by himself one day, then didn't walk again for weeks. In the meantime, he wanted to stay close to his mother. Why did he act this way instead of walking right away?

16. Think about two babies, both ready physically and mentally to walk, but neither is yet ready to take out on her own. One baby's parents understand possible reasons their baby isn't yet willing to walk. The other baby's parents think baby is being stubborn and "refuses" to walk. What difference might this make in their treatment of baby?

READ Chapter Three, "Talking," pp. 34-62.

17. From what language did we get the word "infant"? What did it mean?

18. When one month old Hillary turned her head toward her mother when her mother talked, what did it mean?

19. How did Hillary's "talking" change when she was six weeks old?

20. How does Hillary show that she likes having someone talk to her?

21. What did Hillary learn about crying at $4\frac{1}{2}$ months of age?

22. What was Hillary learning from the game "So-o-o Big"?

23. Why did Hillary burst into tears when she said "Hi dere" to a woman who didn't answer her?

24. Why does Hillary, at 15 months, usually use one-word sentences?

25. What is another word for "expressive jargon"? What does it mean?

26. After Hillary's mother told her not to crawl across the table, Hillary again got up on the table and again started crawling across it. What did she do or say that showed she knew she shouldn't do that? Is this typical of toddlers?

27. How was Hillary experimenting with words when she first called George "Stupid," then "Baby"?

28. At what age do most children start saying words and putting them together?

29. Of course some children start talking later than others. Name a brilliant scientist who didn't say his first word until he was three.

30. Write a paragraph in which you discuss some of the things Mr. and Mrs. Oakes did to help Hillary learn to talk.

READ Chapter Four, "Feelings," pp. 64-104.

31. What is the most important thing a person learns during the first few months of her life? How is this learned?

32. At what age do most babies begin to be afraid of strangers? When this happens, what learning has occurred?

33. Why did Sarah squeeze Tommy until he cried? "Should" brothers and sisters always get along without fighting? Why or why not?

34. When nine month old Tommy got angry, what had he learned?

35. Why was Tommy so upset when his parents left him with Ben? How did his mother handle the situation?

36. Describe a security object you had as a child -- or one loved by a child you know.

37. Have you seen a toddler cling to his mother as Tommy did when they visited his cousins and little Nancy was playing on the floor beside them? How did the mother handle the situation? If you can't remember such a situation, comment on the way Mrs. Polusi reacted to Tommy. Can you think of a better approach?

38. How old was Tommy when he went camping and didn't use his bottle all weekend? At what age do babies in the U.S. usually quit drinking from bottle or breast, according to this book?

39. Why was it so hard for Tommy to share his new toys at his second birthday party?

40. Why did Tommy often say "No" when he was two?

41. How did Mrs. Polusi handle Tommy's tantrum?

42. Write a paragraph discussing why Tommy--and other toddlers--sometimes have temper tantrums.

43. At what age was Tommy able comfortably to accept his mother leaving for a few hours? Why could he accept this now when a few months earlier he had been upset each time she left?

44. How old was Tommy when he first used the toilet for his B.M.? Is this a "normal" age for a child to learn to use the toilet?

45. Why was Tommy more willing to share his toys when he was three than when he was two years old?

46. Why did Tommy's parents not ask him to sleep in his big bed when they first put it in his room?

READ Chapter Five, "Exploring," pp. 106-136.

47. Could Hillary control her hands -- or did she even know they were part of her when she was born? At what age did she realize she could move her hands as she watched them?

48. Can most three month old babies grasp something and hang on to it? Can they choose when to let go of the item?

49. What was Hillary learning when she started pulling on her ear, then her toys?

50. Why does a six month old baby often put non-food items in her mouth?

51. Why did Hillary, at eight months, not look for her ball when it rolled out of sight?

52. If you hide something from three children -- one six months old, one a year old, and one 1½ years old -- how will each react?

53. Did Hillary mean to be naughty when she played with her peanut butter and jelly sandwich and poured her milk in her dish? Explain your answer. How would YOU react if your child did the same thing?

54. Why did Hillary enjoy painting for a few minutes?

55. If your two-year-old can say, "One, two, three, four, five," does this mean she can bring you five books if you ask her to do so?

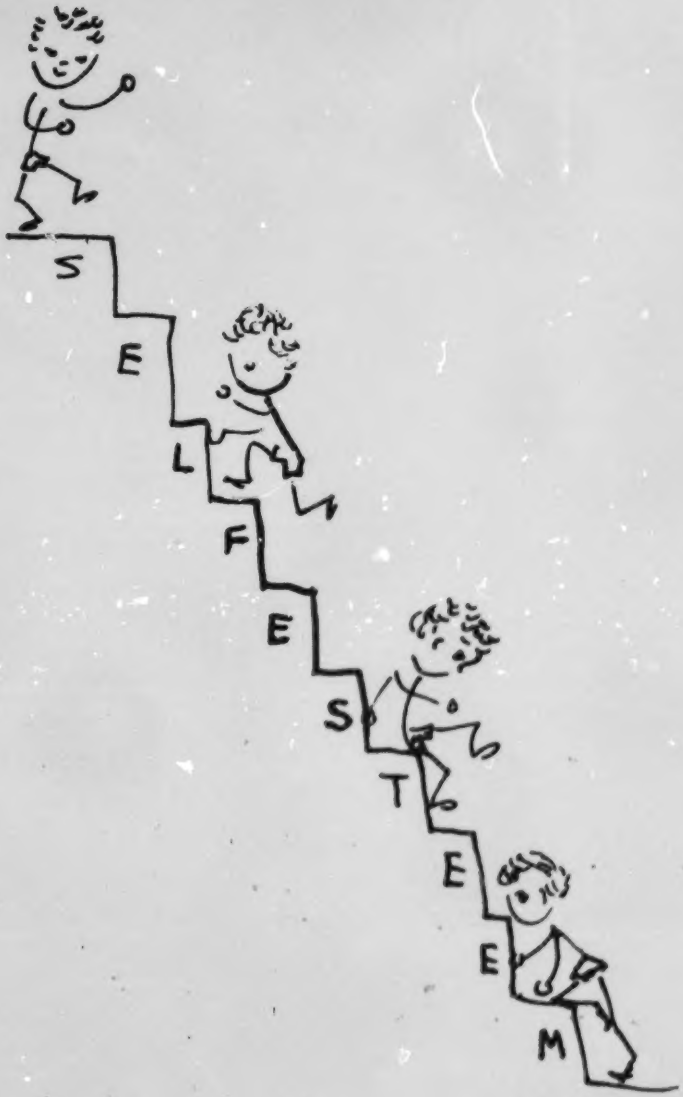
56. Why do most toddlers ask so many questions? How and why should parents react to their questions?

57. What does the ability to talk have to do with the fact that little children can perform harder tasks than can chimpanzees?

READ "Epilogue," pp. 137-138.

58. Choose two children under the age of three, preferably children who are about the same age. Following the pattern of this book, write a detailed description of something each child does. Then compare "your" two children with Tommy or Hillary (or both). Are the two children you observed behaving in similar ways or are they quite different from Tommy and Hillary?

59. What did you think of this book? Who do you think might want to read it?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3 *Survival Handbook for Preschool Mothers*

By Helen Wheeler Smith

As you read this book, you will learn various techniques for coping with preschool children as they develop into independent people. You will also begin to realize the importance of high self esteem for parents as well as for children.

READ "Preface," pp. 9-10, and "Surviving As a Woman," p. 11.

1. The author asks, "How do you resolve the conflict you feel to be the woman you strive to be and the mother you need to be?" (p. 11) Please write a paragraph reacting, either in terms of your own experiences (as a mother or father) or as you think your life will be when and if you are a parent.

READ "Methods Make the Difference," pp. 12-17.

2. Describe the Columbia University project in which graduate students and two-year-olds "worked" together. What were the results of this project?

3. Why is the first year of a child's life such a critical time so far as learning is concerned? Discuss Dr. Ira Gordon's research in your answer.

4. Dr. Burton L. White rated children in three ways. Children who coped very well both in social and academic situations were rated Group A. What percentage of children did he rate as "A"? Contrast the actions of these children's mothers with the mothers of "Group C" children who could not cope as well.

READ "Discipline and Survival," pp. 18-23.

5. Define discipline. What is its purpose?

6. Define and contrast the autocratic, permissive, and authoritative methods of discipline. Describe the different kinds of persons children are apt to become when raised by any one of these methods.

7. Discuss the sentence on p. 23, "There is no discipline but self-discipline."

READ "Surviving the First Year," pp. 24-29.

8. What is the greatest need of a child during her first year? Describe how parents can satisfy this need.

READ "Surviving with a Toddler-Two," pp. 30-37.

9. What is the most important stage of development, according to the author? What must the child learn during this stage?

10. What does it mean to "child-proof" your home? Describe a situation which shows how this can be an important part of helping your child learn.

11. Give some examples of positive comments and describe why this is a helpful technique in handling small children.

12. Explain how distraction can be a helpful technique to use with a toddler. Give an example.

13. The author highly recommends giving a toddler choices whenever possible. Give three examples of this technique. Don't use the examples given in the book, please.

14. How can a "good sense of timing" help improve life with a two-year-old? Give examples.

15. What is apt to happen to a child by age three if she has not been allowed to develop a feeling of autonomy? What does "a feeling of autonomy" mean?

READ "Survival Hints for Toddler-Twos," pp. 38-52.

16. How can you use reinforcement to teach your child acceptable ways of acting? Give examples.

17. Why do so many two-year-olds have temper tantrums? What can you do about it?

18. How many years apart does the author think a couple should space their children? Why?

19. What does the author think about the "You can't have dessert until you eat your dinner" theory?

20. Describe a good way to deal with the three year old child who doesn't seem to need an afternoon nap.

21. "Potty training" seems to mean the mother "trains" the child. Does the author think the mother should take the whole responsibility? Explain your answer.

22. If your child pours her juice on the floor -- in spite of your calm statement about drinking juice, not dumping it -- what might help prevent a repeat of the dumping?

READ "Don'ts and Dos for Toddler-Twos," pp. 53-55.

23. If your toddler starts running in the supermarket, what should you do (and what should you not do)? Why?

24. Can you expect toddlers to share their toys? Why or why not?

25. Can you expect a toddler to wait patiently for her food at the family dinner table or in a restaurant? If not, what can you do about it?

READ "Surviving with the Three- to Five-Year-Olds," pp. 56-62.

26. In what ways is a three-year-old different from a two year old child?

27. Why does the author think a child's "good creative initiative" is often destroyed at the dinner table? How can this be prevented?

28. How can you help your child gain autonomy?

READ "Survival Hints for Three-to-Fives," pp. 63-67.

29. Why does the author think blocks are something a child MUST have?

30. Describe three other play items the author especially recommends.

READ "Your Self-Esteem and Your Survival," pp. 68-74.

31. Why is it important for a mother to have high self-esteem? How will this help her be a better mother?

32. Pretend that you are a parent home with one -- or several -- preschool children. You do not work away from home. Describe several things YOU might do for YOU -- not because of your child's needs, but because of yours.

33. What "type" of person is a "potential" (possible) child abuser?

34. Describe some ways a parent can deal with anger without taking it out on her/his child.

35. If a mother must -- or chooses -- to work while her child is small, how does the author suggest she organize her evenings at home after work?

READ "Your Child's Self-Esteem and His Survival," pp. 75-81.

36. Describe a child who has high self-esteem.

37. Why does the author blame misbehavior on low self-esteem?

38. Give an example of an "I message" to deal with a child's poor behavior. (Do NOT use the example in the book.)

39. What is the "magic formula" for helping your child maintain high self-esteem? Discuss.

40. What should you as a parent "do" about arguments and fighting which occur among your children?

41. Why might twins be more apt to have a language problem than is a single child?

READ "Congratulations, Dad!" pp. 82-84.

42. Why is a father "ahead" if he spends a lot of time with his child?

READ "Surviving the Academic Push," pp. 85-87.

43. Explain the "responsive environment" theory of early childhood education.

READ "Reading Readiness for Survival," pp. 88-90.

44. In what way does having her own play table placed near her mother help a child?

45. Some television shows help a child learn to recognize letters and sounds. Why, then, is watching a lot of TV apt to interfere with a child's learning?

READ "I Took His Hand and Followed," pp. 91-92.

46. React to this poem. What does it say to you?

READ "Infant and Toddler Stimulation," pp. 93-95.

47. How does the author suggest a mother use a play pen? Please explain her reasons.

48. How early in her life should you start talking to your child? Why?

READ "Talking About Pictures," pp. 96-100.

49. How can you help your child learn by looking at pictures with her?

50. If your child cuts pictures from magazines and pastes them in a scrapbook, what kind of muscles is she developing? How will this help her when she goes to school?

51. Give some examples of space relationships. Then describe a method of helping your child learn these relationships.

52. What can a child learn if she cooks with you?

READ "Motor Development," pp. 101-104.

53. How can you help your child learn her right from her left side?

54. Good eye-hand coordination is needed before reading and writing can be learned. Describe how you can help your child learn eye-hand coordination.

READ "Perceptual Development," pp. 105-108.

55. What does "figure-ground" mean? What does this have to do with reading?

56. Work with a child aged 2-5. Try out some of the ideas given on these pages. Report on the results.

READ "Language Development," pp. 109-112.

57. What does a child's language skill have to do with her behavior?

READ "Conceptual Development," pp. 113-115.

58. How can you help your child with her conceptual development?

59. How can you help your child learn to make decisions?

READ "Cognitive Development," pp. 116-120.

60. What is cognitive learning?

READ "Do-It-Yourself Playthings," pp. 121-127.

61. Prepare at least one, preferably more, playthings for a child -- your own or someone else's. (Incidentally, the author refers to a box of junk and a screwdriver as "a boy's dream," but most girls would enjoy this, too!)

62. Evaluate the bock. Dod you find it interesting -- or dull? Did it help you understand preschoolers a little better? Preschoolers' parents? If so, in what way?

4 *Raising Happy Healthy Children*

By Karen Olness, M.D.

Dr. Olness was first a pediatrician, then a mother. She kept a diary during her three children's preschool years. This book is based on that diary.

READ "Introduction," pp. 11-15, and Chapter 1, "Life with Children Aged Infant to Three," pp. 17-40.

1. What does Dr. Olness suggest that parents should do while their children are napping? Why?

2. Why does Dr. Olness suggest that sucking on a pacifier may be better for a child than is sucking her thumb?

3. How can you help a toddler cope with jealous feelings -- perhaps of a new baby?

4. Why are toddlers so apt to become negative, to say "No" quite often? What are they really trying to say?

5. Describe at least two things a parent can do or say to help cope with a child's negativism.

6. At what age is being allowed to do a lot of exploring especially crucial to the development of creativity and intelligence in a child?

7. How much should you limit a toddler's explorations?

8. The author writes that children like attention even if it's angry attention. What can a parent learn from this information?

9. What is "separation anxiety"? When is this apt to start happening and when is it at its strongest?

10. How can parents help reduce their child's feelings of separation anxiety?

11. What usually happens to a child's appetite during her second year of life?

12. When does the author think a parent should offer a child sweet foods?

13. At what age are most children able to have good daytime bladder control?

14. At what age can you expect most babies to sleep through the night?

READ Chapter 2, "Life with Children Aged One to Four," pp. 43-77.

15. Is there any harm in giving a bottle often and for many months to your small child to calm and soothe her even if she isn't hungry? Why or why not?

16. What should a parent do when her/his child asks questions about sex?

17. Describe some things parents might do to help children identify with <u>both</u> parents.

18. Why does Dr. Olness suggest more men should work in day care centers and primary school classrooms?

19. Why might a small child bite another? What can you "do" about this?

20. Why do small children so often stall at bedtime -- cry, ask for water, etc.?

21. Describe a "typical" four-year-old.

22. Discuss Dr. Olness' ideas about spanking.

23. What should you "do" if your child soils her pants some time after she has been thoroughly toilet-trained?

24. What fears do you remember having when you were a small child? If your child has similar fears, how do you think you should react? What should you do?

25. At about what age can you expect children to be ready to give and share regularly, according to Dr. Olness?

26. What do children gain from learning to dress themselves (usually by age $2\frac{1}{2}$ or 3)? What can a parent do to help make clothes-choosing go more smoothly?

27. Write a paragraph discussing children and creativity. Use your own words but include some of Dr. Olness' ideas--such as her definition of creativity.

READ "Life with Children Aged Two to Five," pp. 79-99.

28. What does Dr. Olness suggest you do if your child doesn't like bathtime?

29. What is "pica" as the word is used in this book?

30. What does Dr. Olness suggest parents "do" about pica?

31. Did you play with neighbor children when you were little? After you read "Neighbor Children," write a paragraph describing your experiences.

32. Did your family ever move while you were little? After reading Dr. Olness' suggestions, write a paragraph in which you discuss ways to make a move to a new home as non-threatening as possible for a child.

33. Pretend that Anne was your little girl the night she went to bed at 9 p.m. but didn't go to sleep until after 11:30. How would you have handled this situation? Explain your reasons.

34. What may be wrong with your children seeing a lot of violence on TV? Do you think this is a problem?

35. How can parents best help their children deal with stress situations?

36. Why is it wise to leave your baby with a reliable and loving sitter several times before the age of six months?

READ Chapter 4, "Life with Children Aged Three to Six," pp. 101-124.

37. How does your family celebrate holidays? Write a paragraph describing either a birthday you remember or how you plan to help your child celebrate her birthday.

38. How does Dr. Olness feel about teaching children to read before they go to school?

39. What should a parent do when she finds her child has taken something from a store without paying for it?

40. What can children gain from attending nursery school?

41. What is most important in the choice of a nursery school according to Dr. Olness?

42. How is a five-year-old apt to react when she loses a game such as checkers? What might you do about this?

43. Dr. Olness uses the term "house-person." Why doesn't she say "housewife" as many people do?

44. Does Dr. Olness recommend giving a child an allowance? If not, what does she suggest?

45. What is a pedodontist?

46. How can parents help prepare their children for non-frightening dental experiences?

47. How can using imaginations -- both the child's and caregiver's -- help the child get over feelings of sadness?

48. What is another name for nocturnal enuresis?

49. How many children still wet their beds at age five?

50. Does she consider bed-wetting a behavior problem?

READ Chapter 5, "Life with Children Aged Four to Seven," pp. 127-152.

51. How many hours of TV does the average preschool child in the United States watch each day?

52. Discuss some problems which might be caused by watching so much TV. What can parents do about this?

53. Think of a situation when a child might say, "It's not fair." Describe the situation, then explain what you, as a parent, could do to help the child handle the situation.

54. Did behavior modification "work" for the Olness family? If not, describe the system that did seem to help them.

55. After you read the section titled "Work Responsibilities," think of your own childhood. In

what ways did you help at home? Write a paragraph describing your own responsibilities as a child. Then write another paragraph discussing your plans for helping your own child develop good work habits.

56. Do all children develop at the same rate? Explain your answer with examples from the Olness family.

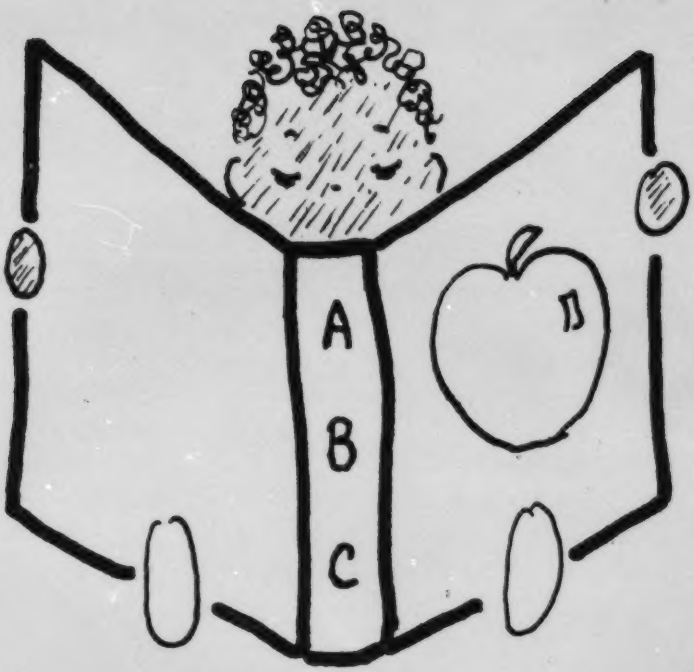
57. What did Dr. Olness' pediatrician tutor say regarding parents playing with their children?

58. What did Dr. Olness finally decide to do about the child who said to her, "I hate you"?

READ "Positive Expectations" and "Conclusions," pp. 155-163.

59. After you read these pages, try a "Positive expectations" exercise. Close your eyes and think of someone, your own child if you have one, a little brother or sister, or a friend. Think of an apparent problem in that child's life. Now think of that child in a positive way -- think of her/him as a happy, caring child. Then write a paragraph describing your "positive expectations" experience.

60. Evaluate the book. Did you find it interesting to read? or boring? What did you think of the Olness family? Did you get any new ideas you might use in caring for children, whether your own or someone else's?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5 *Learning Games for Infants and Toddlers*

By Dr. J. Ronald Lally and Dr. Ira J. Gordon

Reading about games to play with babies can give you good ideas. You'll get more from the book, however, if you actually play the games with a baby and/or toddler.

READ "How to Use This Book," pp. 4-5, and p. 6.

1. What can babies learn from playing games?

2. Should you insist your baby play the game you have "scheduled"?

3. Should you go through this book as quickly as possible with a baby?

4. Why do the authors present so many different games? Should your baby try every game?

READ "Series One," pp. 7-16.

5. What can games "do" for babies aged two to six months?

6. Are these Series One games only for very young babies?

7. Choose at least one Series One game and play it with an infant. Report your results--either in writing or orally to your teacher or to the class.

READ "Series Two," pp. 17-24.

8. For what age babies are these games planned? How are these babies different from the very young infants discussed in the preceding chapter?

9. What new type of game is offered in this Series? Why is it good for baby?

10. Try several of these games with a baby. Report on your results.

READ "Series Three," pp. 25-33.

11. What does a child learn from imitation games?

12. What kind of games are planned to help a child figure things out without imitating someone?

13. What are the child's first "tools" for learning?

14. Try some of these games with a child aged 6-12 months.

READ "Series Four," pp. 34-42.

15. What kinds of things can a child probably do when she is about one year old?

16. What does a child learn from the "reversible games"?

17. What suggestions are given for reading to your year old child?

18. Read a story to a very young child.

READ "Series Five," pp. 43-51.

19. How can you help your 10-14 month old child learn the meanings of words?

20. Describe the learn-a-clue game.

READ "Series Six," pp. 52-60.

21. What is a grouping game? What will your child learn from playing this game?

22. What is the "reading alone" communication game for the 12-16 month old toddler?

READ "Series Seven," pp. 61-69.

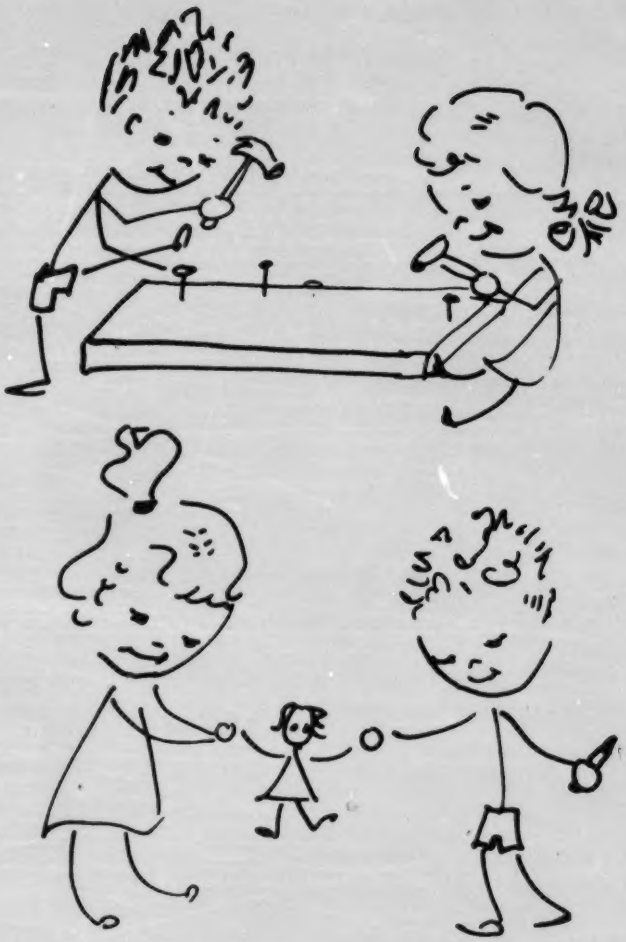
23. What kinds of "physics experiments" does a toddler perform?

24. What is the "space game"? What does the child learn while playing it?

READ "Series Eight," pp. 70-79.

25. Try at least two of these games with a toddler under two years of age.

26. What do you think of this book? Do YOU think playing some of these games with a baby or toddler would help the child learn?



6 *Non-Sexist Childraising*

By Carrie Carmichael

This book may help you become more aware of the advantages in raising children as individuals rather than pushing them into traditional sex roles. You will also read about the importance of fathers being as involved as mothers in infant and child care.

READ Chapter 1, "What Is Non-Sexist Childraising?" pp. 1-6.

1. Define non-sexist childraising.

2. Is the purpose of non-sexist childraising to make boys and girls just alike? If not, what is the purpose?

3. According to the author, what is a feminist family?

4. Look at the questionnaire on p. 5. Make two columns on your paper with #1-22 on each. First, answer the questions as they apply to your parents' life -- write M if your mother is/was mainly responsible for a task, F if your father is/was. Then answer the same questions as you would like your

lifestyle to be when/if you marry and have children. If you are already married, perhaps you will want two columns for your marriage relationship -- one the way it is now and another with the way you would like it to be. (Of course the two columns might be the same.)

READ Chapter 2, "A Day in the Life," pp. 7-18.

5. Write at least a page in which you share your reactions to the two very different days described for these two families. Which family seems more "normal" to you? Which do you think you would prefer? Why? How did you react to not knowing which was the father and which was the mother in the Spencer-Miller family?

READ Chapter 3, "Feminist Lifestyles," pp. 19-30.

6. How do you feel about Father-and-Son banquets and Mother-and-Daughter teas?

7. Read the chapter. Then describe at least two "feminist lifestyles." If possible, include one that you think you might enjoy living and one that you do not think you would like at all. Describe your feelings about each.

8. If a couple chooses to live a traditional life while their children are small -- the father works fulltime and the mother is a fulltime homemaker -- how can the father still help to raise non-sexist children?

READ Chapter 4, "Participatory Childbirth," pp. 31-41.

9. Why do many men want to participate in their wives' childbirth experience?

READ Chapter 5, "Female Chauvinism," pp. 42-48.

10. "Preferring a child of one sex over the other sex is sexist," writes the author (p. 48). After you read this chapter, write a paragraph explaining why you might prefer your first child to be a girl.

Then write another paragraph explaining why you might prefer your first baby to be a boy.

READ Chapter 6, "The Feminist Mother," pp. 49-64.

11. Describe your reactions to Lynn's story -- the woman who wanted to be a doctor but was counseled against applying to medical school because she was a woman. How would you feel if this happened to you? (To your girl friend if you're male.)

12. Discuss the sentence, "Men have had to develop physical tests since they have been denied them biologically" (p. 56). What is the author talking about? How do YOU react to this idea?

13. How do you feel about the mother described on p. 58 who carefully avoids helping her husband when he is cooking or packing the baby's clothes because she does not want "to be in charge forever"?

14. Why does the mother described on p. 59 say she never mentions to her children that they might have the option not to work? How do YOU feel about her thinking?

15. The author writes that many people have been reared to live a "lifetime of protected childhood." What does she mean? How do YOU feel about this?

16. If you are a girl -- write a paragraph in which you discuss your ideas on raising children in either a sexist or non-sexist way.

Do you think you will mostly think of sons/daughters or of children? Please explain your views.

(Boys will have a similar assignment for the next chapter.)

READ Chapter 7, "The Feminist Father," pp. 65-76.

17. Why does the author state that fathers should take more than half the responsibility for raising non-sexist children?

18. If you are a boy -- write a paragraph in which you discuss your ideas on raising children

in either a sexist or non-sexist way. Please explain your views.

READ Chapter 8, "These Kids Today," pp. 77-90.

19. Write an essay (at least a page) on the topic, "What will non-sexist childraising do for girls?" OR "What will non-sexist childraising do for boys?" Describe some of your own feelings in your essay.

20. What differences do YOU see in the way boys and girls are encouraged to participate in sports? Please include comments on your own involvement or your non-involvement in sports.

21. How do YOU feel about boys/men crying? Girls/women?

READ Chapter 9, "Homophobia," pp. 91-100.

22. Does the author think raising children in a non-sexist way is apt to cause them to become homosexual? Explain her reasoning, then explain your own views.

READ Chapter 10, "Deprogramming the Culture - Togs, Television, and Toys," pp. 101-113.

23. How does the author feel about female babies, toddlers, and pre-schoolers wearing dresses? How do you feel about this?

24. Describe some ways in which television influences a child's ideas of what is OK and not-OK.

25. What could you do to help make TV a worthwhile experience for your child/children?

26. Describe YOUR feelings concerning giving dolls and/or guns to boys. Do you feel differently about dolls and/or guns for girls? Then compare your ideas with those of the author.

READ Chapter 11, "The Male Bias of the Mother Tongue," pp. 114-122.

27. In two or three paragraphs, discuss sexism in the English language. Include some examples together with suggestions for changing those examples to non-sexist words. Also include YOUR opinions on this subject.

READ Chapter 12, "Books Can Be Friends," pp. 123-134.

28. AFTER you read this chapter, choose a children's book, perhaps one you have at home or one from your school library. Evaluate it in terms of whether or not it is sexist. Follow the guidelines on pp. 129-130.

READ Chapter 13, "Why Joanna Can't Do Calc -- Sexism in the Schools," pp. 135-154.

29. Define misogyny

30. Discuss an example of sexism that you remember from a school you have attended -- perhaps the school you are now attending. How might the situation have been improved?

READ Chapter 14, "Visions," pp. 155-158.

31. Explain the author's comment, "Feminist parents must undertake on-the-job retraining" (p. 157).

32. Please evaluate the book. Whai did you like about it? Dislike about it?

Did you consider it a "radical" book? Why or why not?

Would you recommend it to anyone else to read? To whom, and why? (Or why not?)

7 *Your Child From One to Six*

By Richard H. Granger, M.D.
DHEW Publication No. (OHDS) 77-30026

This booklet is a 1977 revision of a book first published in 1918. Your parents may have followed its guidelines when you were little!

READ "Introduction," pp. iv-v.

1. Parents of preschoolers especially need to remember two things. What are they?

READ "Patterns of Development," pp. 1-10.

2. What is the difference between a child's large and small muscles? Which kinds of muscles develop first?

3. Why does a toddler often push the TV button on and off time after time after time?

4. At about what age is a toddler apt to learn to unbutton buttons?

At what age do they usually become able to unbutton buttons?

Why does this pattern sometimes irritate parents?

5. When your child shows you a drawing or paintin she has created, is "What is it?" a good question? If not, what is a better comment?

6. Describe the language development of the typica three year old.

7. What role do parents play in their child's speec development? Explain your answer.

8. What does being civilized mean according to thi book? At what age do most children become "civi- lized"?

9. At what age do most children learn to share their toys and to play together?

10. What should you do if your three year old chil tells wild stories about an imaginary playmate? At what age can most children tell the difference be- tween truth and lying?

READ "Everyday Life From One to Six," pp. 11-52

11. How much sleep do children need during their second year? What does this tell you about sched- uling children's sleeping time?

12. How and why can rituals often help bedtime go more smoothly for small children?

13. Is it wise to put a child to bed as punishment, according to the author? How do YOU feel about this?

14. Should your child eat more as she grows older and bigger? Why or why not? What should you do if your child wants less to eat during her second year?

15. List some foods which are not safe for a small child because tiny pieces could get stuck in her windpipe.

16. Describe three goals of discipline.

17. What are probably the two best things parents can do to help their children become disciplined people?

18. What kind of simple rewards do young children like?

19. How does the author feel about spanking/hitting as a form of discipline? Why?

20. Why do children so often misbehave when their parents are ignoring them? What does this tell you about parenting?

21. Why do children have temper tantrums? How can a parent best deal with this situation?

22. How would you punish a four year old child who was goofing off at the dinner table and spilled her milk?

23. Describe three things necessary for a child to be ready for toilet training.

24. Why may toilet training a child be an easy job if the parent can wait until the child is $2\frac{1}{2}$–3 years old?

25. How will you know if your young children are dressed warmly enough?

26. In order to be fair, should you treat all your children alike? Why or why not?

27. What should you do when your children ask you questions about sex?

28. Why does this book refer to "parents" and "children" rather than to "she" (meaning mothers) and "he" (meaning children)?

29. How should the toys you buy a five year old boy differ from those you buy for a five year old girl?

READ "Special Problems," pp. 53–68.

30. What is a child apt to think if her parents are impatient with her, tease her, or even punish her for being afraid?

31. How should parents react to a child's fears if the parents think they are silly?

32. Do most children under four usually know what is real and what is not real on television? What does this have to do with children's fears?

33. If you move to a new home, how can you help your child accept the move more easily?

34. If you decided to go on a vacation without your small child, what could you do to make the situation as non-fearful as possible for her?

35. Why does the author insist that a parent should ALWAYS stay with a young child who is in the hospital?

36. If a child screams and fights a lot, what might you suppose her parents may also do?

37. How should parents and other children in the family treat a handicapped child?

READ "Health Care," pp. 69-91.

38. Why have more children been getting mumps, measles, and other "childhood" diseases recently than several years ago?

39. Which immunizations does a child need during the first two years of her life?

40. If your child has a fever, does it always mean she is very sick? How do you know when to call the doctor?

41. How does this book suggest you take a child's temperature?

42. Dehydration may be a problem for a child who has vomited a lot. What is dehydration? What are its symptoms? What can you do about it?

43. Does drinking milk help stop vomiting or diarrhea? If not, what is better?

44. How do people catch colds? How can you keep your child from catching colds?

45. Describe the two kinds of germs which cause contagious diseases. What medical treatment is available for each of these two types of diseases?

46. If, after two or three days of taking antibiotics, your child seems to be feeling much better, should you give her the rest of her antibiotic prescription anyhow? Why or why not?

47. What is a convulsion? What can cause a convulsion?

48. What is the most common cause of a child having a stomach ache? What can the parent do about this?

49. What can you do to protect your child's safety inside cars?

50. If your child swallows some kinds of poisons, it will help to make her vomit. But for what kinds of poisons should you absolutely NOT induce vomiting?

51. If you do need to make your child throw up, what should you do?

52. What is the greatest cause of lead poisoning? What are its symptoms?

53. For what symptoms should you take your child to the doctor after she bumps her head?

54. How should you clean a child's scraped knee?

55. How can you usually stop the bleeding from a cut?

56. What is the best treatment for a burn?

57. How can you stop a child's nosebleed?

READ "Getting Help For Your Child," p. 92.

58. What did you think of this book?

SHOW LOVE WITH
A HUG
NOT FOOD

8 *Growing Up Thin*

By Alvin N. Eden, M.D.
with Joan Rattner Heilman

You will learn how important it is to keep baby from becoming too fat. Fat babies develop extra permanent fat cells which may give them a weight problem throughout life.

READ Chapter 1, "Fatproofing Your Child," pp. 1-12.

1. Discuss "fatproofing" your child. What does this mean? Why does the author recommend it?

2. Is a fat baby apt to become a thin adult?

3. Does the author think most fat people are happy? Explain your answer.

4. What is America's number one health defect, according to Senator Edward M. Kennedy?

5. Why are so many children fat?

6. What can parents do about this problem?

7. Have you known a parent who seems proud of her fat baby? Without mentioning names, describe

the child. Do you think her parents had anything to do with her becoming fat?

8. How can you tell if your child is too fat?

9. Are fad diets good for children? Why or why not?

READ Chapter 2, "The Hazards of Fat," pp. 13-19.

10. Describe several problems faced by fat people.

READ Chapter 3, "The Causes of Fat," pp. 20-28.

11. Discuss some of the possible reasons fat people tend to have fat children.

12. If fat parents are apt to have fat children, does this mean it has to be this way -- their children must resign themselves to being fat?

13. How do people get "too many fat cells"? Can the number of fat cells be decreased through diet?

READ Chapter 4, "Ways Your Child Shouldn't Eat," pp. 29-36.

14. At what time in a person's life are eating habits pretty well set?

15. Why can children's TV programs be blamed for causing poor eating habits among young viewers?

16. How might Debbie's mother (see p. 33) help her lose weight?

17. What is the difference between appetite and hunger? What does either one have to do with being fat?

18. If one's "appestat" is not working properly, what does this mean?

19. According to the author, are some new-born babies much hungrier than others? If not, why do some mothers insist their babies are hungrier?

READ Chapter 5, "Exercise Does Help," pp. 37-50.

20. Why does the author recommend a combination of increased exercise and decreased calory consumption for weight loss?

21. Do most fat adolescents eat a lot more than do thin teenagers? If not, why are they fat?

22. What is basal metabolism? Is it usually different for fat people than for thin people?

23. What can you do to help a baby exercise more?

24. In addition to causing weight loss, what advantages are there in exercising?

25. If your child is already overweight and quite inactive, how can you change this pattern?

26. Does exercise usually make a person hungrier?

27. If you were (are) ten pounds overweight, how could you change your habits of eating and exercising so that you would lose the excess weight? Be specific -- mention several possibilities.

READ Chapter 6, "The Food Your Child Should Eat," pp. 51-64.

28. "The typical American is not well fed," writes the author. Are you? Write down everything you have eaten in the past 24 hours. Compare it with the well-planned diet described in this chapter.

29. Should you eat a lot of salt? No salt? Or. . .?

30. Should you salt food before serving it to baby?

31. If you provide a low-cholesterol diet for your family, which foods will you be apt to serve less often?

READ Chapter 7, "Scoring the Fatness Risk," pp. 65-69.

32. Score your own "fatness risk." Is yours low, moderate, or high?

If you have a child, score her/his fatness risk.

READ "Your Child's Weight from Birth to One Year," pp. 70-97.

33. What is the average normal weight for a six month old baby who weighed $7\frac{1}{2}$ pounds at birth?

About how much should this same baby weigh when she is one year old?

34. Why does the author suggest that an obese woman should slim down before she becomes pregnant?

35. Should an overweight pregnant woman go on a crash diet while she is pregnant? Why or why not?

36. What food(s) does the baby need during the first three months after birth?

37. Which nutrient is missing in milk? Why doesn't the baby need this nutrient during the first few months after delivery?

38. Why does the author recommend not feeding solid foods to baby during the first few months after birth?

39. Is breast-feeding or bottle-feeding more apt to produce a thinner (and thus a healthier) baby?

40. What does the author think about pacifiers? How do you feel about pacifiers?

41. If your formula-fed baby is gaining weight too rapidly according to your doctor, what does the book recommend?

42. How much should you expect your baby to eat?

READ Chapter 9, "One- to Two-Year-Olds: The Crucial Age for Staying Thin," pp. 98-115.

43. Instead of mother showing love for baby by giving her extra food, what does the book suggest?

44. Why does the author suggest serving red meat (beef) no more than two or three times per week? What does he suggest you should serve your family instead?

45. Must your child have a wide variety of foods in order to be healthy? If so, what can you do about the child who doesn't want many different foods?

46. What should you do if your child won't eat -- if she skips a meal or two?

47. Should you ever give a small child snacks? If so, what kind?

48. How can you "fat-proof" your home?

49. How much should a two-year-old weigh if she weighed $7\frac{1}{2}$ pounds at birth?

50. If you had a $1\frac{1}{2}$ year old child who was too fat, what could you do about it? Should you put her on a really strict diet?

READ Chapter 10, "The Preschool Child: Almost the Last Chance to Slim Down," pp. 116-140.

51. Is a thin child or a chubby child apt to have more respiratory infections?

52. How does a three year old child's appetite compare with the appetite of an 18 month old child?

53. What does the book suggest a mother should do about a child who is a fussy eater?

54. Why does the author recommend three regular meals each day, not only for small children but for the whole family as well?

CHECK WITH YOUR TEACHER. S/he may expect you to read only this much of the book. If s/he wants you to read the rest of it, please answer the following questions:

READ Chapter 11, "School-age Children: A Time for Real Concern," pp. 141-164.

55. Pretend that you have an eight year old child (or sister or brother) who is too fat. How could you help her/him slim down? Write two or three paragraphs describing your approach. Cover such topics as the psychological aspects of weight loss, fat-proofing the home, activity plans, etc.

READ Chapter 12, "How to Cope with an Overweight adolescent -- Don't!" pp. 165-185.

56. What should a parent "do" about an overweight adolescent son or daughter? Why?

READ Chapter 13, "For Teen-agers Only," pp. 186-205.

57. Why does the author not even want parents to read this chapter? Does he think parents can do much about an overweight teenager? Explain.

58. EVALUATE THE BOOK. How does it compare with other nutrition materials you have read?

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CARROTS 5¢
RAISINS 15¢

9 *The Taming of the C.A.N.D.Y. Monster*

By Vicki Lansky

You will learn why children (and adults) should not eat too much sugar, salt, or other food additives. You will be asked to try some nutritious recipes from this book.

READ "Nutrition Is a Matter of Parenting," pp. 1-12.

1. What does Vicki Lansky mean by C.A.N.D.Y.? That is, what do the letters mean?

2. What is a food "additive"? Give an example.

3. According to Ms. Lansky, are most additives dangerous to eat?

4. About how many pounds of sugar do you probably eat each week if you are an "average" person?

5. Ms. Lansky writes that a family of four will eat more than 450 pounds of sugar additives per year. Think about your own family -- you surely don't buy a ten-pound bag of sugar nearly every week! What, then, does she include in those 450 pounds?

6. What nutrient does sugar contain? What does this nutrient "do" for you?

7. What problems does sugar cause or help to cause?

8. Carefully read the twelve suggestions (pp. 6-7) listed for reducing a family's sugar intake. List at least three things that you think might work in <u>your</u> family.

9. Does honey or refined sugar have more calories? _____ Which sweetener does Ms. Lansky prefer and why?

10. How do brown and white sugar differ?

11. For one day, keep track of <u>everything</u> you eat which has sugar added to it. (If possible, avoid sugar entirely for one day as Ms. Lansky suggests.) Read every label and if sugar is one of the ingredients, include that item in your "Sugar Today Diary."

12. Next to sugar, what is the most used additive in our diet? Why do we need <u>some</u> of this additive?

13. What is a common problem among people who eat too much salt?

14. How much salt does each of us eat, on the average, each day? _____ How much should we eat, according to nutritionists? _____

15. What kind of reaction in children is thought to be at least partly caused by artificial colorings and flavorings?

16. Ms. Lansky explains that some of her recipes contain more sugar than she likes to serve. Why does she include these recipes?

READ "Brown Bagging It," pp. 15-29.

17. Describe the five things which should be included in a packed lunch. Give examples of each.

18. Why should you use luncheon meats, sliced ham, and beef jerky in moderation, if at all?

19. Is whole wheat flour more nutritious than enriched white flour? Why or why not?

20. If you or your children don't like whole wheat bread, what does Ms. Lansky suggest you do?

21. What problem can be caused by using mayonnaise in a sandwich, especially in hot weather?

22. Try at least one of the recipes in this section. Make it at school (if possible) or at home. If you make it at home, please bring a sample to school.

READ "Tasty Alternatives to Junk Food Snacks," pp. 31-51.

23. Is snacking always bad? If not, what is the difference between a "good" and a "bad" snack?

24. What is the best technique for keeping your children from eating sugary and/or salty junk food in your home?

25. How does Ms. Lansky suggest you deal with other people who give your kids sugary snacks away from your home?

26. How can you make snow cones from orange juice?

27. Try at least one of the frozen snack recipes either at school or at home. If you prepare it at home, please report on the results.

28. Read all the recipes in the "Dippy Snacks" and "Crunchy" sections. Make recipe cards for several that sound good to you. Then try one of the recipes and report on the results.

29. Now read the rest of the recipes in this chapter -- "Just Plain Good" and "Snack Drinks." Again, make recipe cards for several of the recipes. Try one of the recipes and report results to your teacher.

30. What is carob? Why does Ms. Lansky recommend using it instead of chocolate?

READ "It's Delicious. . . It's (More) Nutritious . . . It's Dessert," pp. 53-74.

31. What is Vicki Lansky's all-time favorite dessert recipe?

32. What else does she recommend for dessert?

33. Read the dessert recipes. Choose one to compare with a "regular" cookbook recipe -- for example, compare a "regular" brownie recipe with the

"Better-for-you Brownies." What's different about the two recipes?

34. Now make a batch of the Lansky recipe you compare in question #33 -- "Better-for-you Brownies," for example. How does its taste compare with the less nutritious variety?

35. How can you seal cookies in plastic wrap?

36. Describe an easy way to "grate" carrots for carrot cake.

37. What is "wrong" with most ice cream, according to Ms. Lansky? What kind does she recommend?

READ "Sitter Selections. . .Food That Is," pp. 77-83.

38. Why write down all instructions for your sitter?

READ "Eating En Route," pp. 85-90.

39. Describe some advantages of carrying only ice cold water for drinking while traveling.

40. What is the food value of a typical fast food restaurant meal?

READ "Cooking for Kids in a Microwave," pp. 93-101.

41. How can you heat the baby's bottle in a microwave?

READ "If Your Child Can't Drink Milk," pp. 103-113.

42. What is "lactose intolerance"? How is it caused?

43. If a baby is intolerant to lactose, what kind of formula will s/he need?

44. Read the list of foods which contain milk or milk-sugar by-products. List several which most people might assume did not contain milk.

READ "To Market," pp. 115-135.

45. Why does Ms. Lansky suggest you do most of your supermarket shopping in the outer aisles?

46. What does it mean if sugar is listed as the first ingredient of a food item?

47. Why should you choose canned fruits packed in light syrup instead of heavy syrup?

48. Is peanut butter which needs to be refrigerated more nutritious than is the peanut butter which can be stored in the cupboard?

49. What is nutritionally wrong with many of the cereals which children eat?

50. What is the Cornell Triple Rich Formula?

51. Compare the nutritional value of whole wheat flour, wheat flour, enriched white flour, and stone ground whole wheat flour.

52. Why should you not buy the one-minute cooking kind of oatmeal?

53. What are some disadvantages of using commercial baby foods?

54. At what age do babies need solid food?

55. Is skim milk or whole milk probably better for most adults? _____ Which is better for children under two years of age? _____

56. If you buy a canned beverage labeled "Drink" or "Ade," what are you mostly buying?

57. What does Ms. Lansky suggest as a nutritional equivalent of a serving of Tang?

READ "Contemporary Glossary of Kitchen Terms," pp. 137-140.

58. Evaluate the book. Did you get any new ideas about nutrition? Describe a few changes you might make in preparing food for your children because of this book.

10 *Equal Marriage*

By Jean Stapleton and Richard Bright

You will read about some of the advantages of equal marriage -- advantages to both partners. You may also begin to understand the increased possibilities for intimacy and commitment within a marriage in which the partners maintain an equal relationship.

READ "Preface," and Chapter 1, "What Is Equal Marriage?" pp. 7-21.

1. What does "equal marriage" mean? What does it NOT mean?

2. Describe some of the differences in the ways boys and girls have been reared -- ways that made them "half-persons" according to the authors.

3. When one partner is in charge and the other is in a one-down position, what usually happens?

READ Chapter 2, "What's in It for You?" pp. 22-35.

4. What "privileges" might a man lose by becoming a partner in marriage instead of the boss of the family?

5. What can a man gain from an equal marriage?

6. What might a woman lose by having an equal marriage?

7. What may she gain through her equal marriage?

8. If a man is working full time and his wife is home full time being housewife and mother, does having an "equal marriage" still mean any sharing of household and parenting tasks, according to the authors? Explain your answer. How do YOU feel about this?

READ Chapter 3, "Commitment and Equality," pp. 36-44.

9. The author writes, "Equal partners work on problems with each other instead of complaining to friends" (p. 39). What do they mean? Explain by describing a situation within a marriage, either imaginary or real (preferably not from the book) which illustrates this point.

10. Does equality in marriage mean lack of commitment? Explain your answer. Include YOUR definition of "commitment."

READ Chapter 4, "Who's the Boss?" pp. 45-53.

11. What is the best way for an "equal" couple to make decisions, according to the authors? Give an example (not from the book) of such a decision made by a married couple.

12. Do YOU feel that a woman should always be ready to move if her husband wants to go to another city to work? Explain your answer, preferably with an example.

13. Does having an equal marriage mean you and your spouse see only people you both like? Does it mean that in your spare time you are always together? If not, what do the authors recommend?

READ Chapter 5, "Household Chores and the Essence of Equality," pp. 54-63.

14. Explain the author's comment, "Don't confuse the word share with the word help" (p. 62).

15. Describe a day in the lives of equal marriage partners -- real or imaginary. Does the couple have children? Is the husband and/or wife working away from home? Think of the tasks that would need to be done during that one day. Who will do which ones? Write at least a page, preferably several pages.

READ Chapter 6, "Sexual Equality Means Sexual Satisfaction," pp. 64-75.

16. In a truly equal and committed marriage, will either spouse ever say no to sex with the other? Explain.

READ Chapter 7, "Equality of Parenthood," pp. 76-88.

17. Why do single parents need to give their children experiences with adults of the opposite sex?

18. Which do the authors suggest would be harder on children -- growing up in a single-parent home with other-sex adults interacting with the children, or growing up with both parents in the home, but only one parent actively caring for the children?

19. Who are the "real winners" in equal parenting? Why?

20. How do YOU feel about the idea that men really can't take care of babies, that only Mother really knows how?

21. What are some of the things a couple might think about before they decide to have children?

22. Why do the authors feel that parents must put their marriage ahead of the children -- and that this is important for the children as well as for the parents?

23. In an equal marriage in which both partners are working away from home, who "should" stay home with a sick child?

24. Discuss the idea that parenthood is a part-time job.

READ Chapter 8, "How to Raise Nonsexist Children," pp. 89-105.

25. The book tells us children learn how to behave as adults from their parents. Do they learn mostly from what their parents tell them? Explain your answer.

26. How are children pushed into sex roles immediately after birth in the hospital?

27. What kinds of toys are suggested for girls? For boys? Why?

28. What kinds of things should you teach your boys? Your girls? Why?

29. What does language have to do with rearing nonsexist children?

30. What are YOUR viewpoints on the suggestions for "nonsexist" dating given on pp. 96-97?

31. What do the authors mean when they write of "innoculating" children against sexism? What is the purpose of this innoculation?

32. Is rearing a child in a traditional or a nonsexist way less apt to make him/her become a homosexual?

READ Chapter 9, "How to Get to Equality from Where You Are," pp. 106-124.

33. When is the easiest time to begin an equal marriage?

34. Write a paragraph discussing the things to look for if you want an "equal" marriage partner. Include some of your own ideas as well as those of the authors.

35. How do YOU think the behavior of men and women should differ?

36. If someone says intellectually s/he can accept equality between spouses but emotionally s/he cannot, how can her/his attitude probably be changed?

37. Describe a specific couple's (you and your date or spouse, your parents, or friends) attitudes and actions towards sex roles.

38. What would you do with your life if you did not get married and/or have children? How would it be different from your ideas of life with a spouse and/or children? Consider your choice of job, where you would live, hobbies, recreational activities, etc., in your comparison.

39. In what ways have you been discriminated against because of your sex?

40. Why is it so important that you share with your spouse your thinking concerning an equal marriage -- and any other issue you ca[illegible] about?

41. AFTER you read the rest of the chapter, look at the paragraph you wrote for #36. Choose an action one person in this couple would like the other to change. Describe how s/he might bring about such a change.

READ Chapter 10, "Intimacy: The Reward of Equal Marriage," pp. 125-132.

42. After you read this chapter, describe an intimate relationship in your own words.

READ "Epilogue: Keeping Your Name -- Symbol of Equality," pp. 133-140.

43. How do Jean Stapleton and Richard Bright feel about a woman taking the man's last name when she marries him? Why do they feel this way?

44. How do YOU feel about this matter?

45. Please evaluate the book. Did you agree with part of it? Disagree? Did it give you any new ideas? What was your general reaction to the book?

11 *A Guide to Pregnancy and Parenthood For Women on Their Own*

By Patricia Ashdown-Sharp

The author discusses the options available (adoption, abortion, marriage, and single parenthood) to young women who are single and pregnant. She then describes some of the special needs and problems of single mothers.

READ Chapter 1, "Diagnosing Pregnancy," pp. 3-18.

1. Why is it important for a woman to know if she is pregnant as early in the pregnancy as possible?

2. List some common symptoms of pregnancy.

3. Briefly describe three possible methods of preventing or stopping pregnancy AFTER intercourse.

4. What are three ways of checking whether or not a woman is pregnant? At what stage of pregnancy can each be used?

5. In most states will a doctor or clinic tell a young teenager's parents if she gets a pregnancy test and/or is pregnant?

6. What are some things to watch for when choosing a doctor or clinic for a pregnancy test?

READ Chapter 2, "Deciding What to Do," pp. 19-31.

7. If a woman tells the man who impregnated her that she is pregnant, what possible problem might this give her in her own decision-making?

8. Will a good counselor tell you what to do? If not, why not?

9. Look at the chart on pp. 30-31 which gives reasons for and against marriage, abortion, and single motherhood. Try to add other arguments for and against each of these choices.

READ Chapter 3, "Marriage," pp. 32-40.

10. According to the author, is marriage the first decision one should make if she learns she is pregnant? If not, what is that first decision?

11. Why might a couple decide to postpone marriage for a while rather than getting married as soon as possible after they learn of the pregnancy?

12. Why might a single mother be worse off financially if she lives with the child's father or some other man than if she lives alone with her child?

READ Chapter 4, "Abortion," pp. 41-65.

13. What percentage of all pregnancies miscarry? At what stage in pregnancy do most occur?

14. Why should a young woman see a doctor if she thinks she has already miscarried and is feeling all right?

15. What are probably the two least traumatic methods of abortion, and at what stage in the pregnancy can each be performed?

16. What is wrong--rather, left unsaid--in the comment on p. 50 that statistics show the risk of death from abortion during the first 12 weeks of pregnancy is less than the risk of death from regular use of contraceptives such as the pill or IUD?

17. Is there a higher percentage of physical and/or emotional problems after abortions or full term deliveries?

READ Chapter 5, "Pregnancy," pp. 66-86.

18. What is involved in prenatal care?

19. What is the purpose of prepared childbirth classes?

20. Can a woman be fired from her job because of pregnancy? If so, under what circumstances?

21. Can a school legally ask a student to leave because she is pregnant? Why or why not?

READ Chapter 6, "Adoption and Fostering," pp. 87-98.

22. Why do some mothers choose to relinquish their child for adoption?

23. Discuss what you think adoption workers mean when they suggest that adoption is giving something TO your child rather than giving the child away.

24. Explain the difference between adoption agencies and independent adoptions. Which are considered safer for the child?

25. What are the steps in the adoption process? At what point can the biological mother no longer change her mind and get her child back?

26. What is foster care? How is it different from adoption?

READ Chapter 7, "Bringing Up a Child on Your Own," pp. 99-140.

27. What fraction of all children in the U.S. spend at least part of their childhood in single-parent families?

28. In a paragraph, discuss the economic problems faced by many, probably most single parent families. Are single mothers even more than single fathers apt to have money problems?

29. According to the British study of single parent children, which most affects a child's development, economic difficulties or the absence of a parent?

30. What did the study show concerning the children of widows and unmarried mothers compared to the children of divorced or separated parents?

31. How does the author feel about children maintaining close ties with <u>both</u> parents after a divorce?

32. If you are a girl, pretend that you are a single mother. The father of your child vanished when he learned you were pregnant.

What will you tell your child about her/his father? What can you do, other than marrying someone else, to help your child interact with men?

If you are a boy, pretend that you are the father who left as soon as you learned your girl friend was pregnant.

What do you want her to tell your child about you? What ideas do you have to help her cope with the situation?

33. Discuss the good and bad aspects of a young single mother and her child living with her parents.

34. AFTER you read pp. 106-113, comment on the sentence quoted on p. 113: "To need a man because you love him is far healthier than to love him because you need him." What does the author mean? How do YOU react to this statement?

35. What does the author say about single mothers relying on AFDC for financial help? Will there be enough money to live "normally"?

36. Compare the number of places available in day care centers in 1945 and in 1975. Explain the difference.

37. How many mothers of pre-school children work today? What fraction of them are single mothers? What does this say about the need for day care?

38. Is it legal not to hire a woman simply because she is a mother? If not, what can a woman do who thinks she is facing this kind of discrimination?

39. In order to receive AFDC money, does a single mother have to tell authorities the name of the child's father?

40. If a person has a problem getting AFDC assistance, where can she go for help?

41. Read the rest of the chapter so that you will have an idea of the help available to single women. This book is written specifically for women.

Do you think a single man might sometimes need some of the kinds of help described? Why does the author assume that women are more apt to need help?

READ Chapter 8, "Contraception," pp. 141-181.

42. If a sexually active woman uses no contraceptive for one year, what are her chances of becoming pregnant?

43. What is the most popular method of birth control? How effective is it in preventing pregnancy?

44. Why should a woman have a medical check-up before she goes on the pill?

45. Why do some Planned Parenthood clinics suggest that women should use an additional method of contraception during the first three months after insertion of an IUD?

46. Why are more women using the diaphragm now than was the case a few years ago?

47. How effective are condoms at preventing pregnancy? What could cause a lower success rate?

48. What is the failure rate for foam when used by itself as a contraceptive?

49. How can the use of foam be made more effective?

50. Is withdrawal an effective method of birth control?

51. At what age can young people in your state get contraceptives without their parents' consent?

52. Evaluate the book. Who do you think might like to read it?

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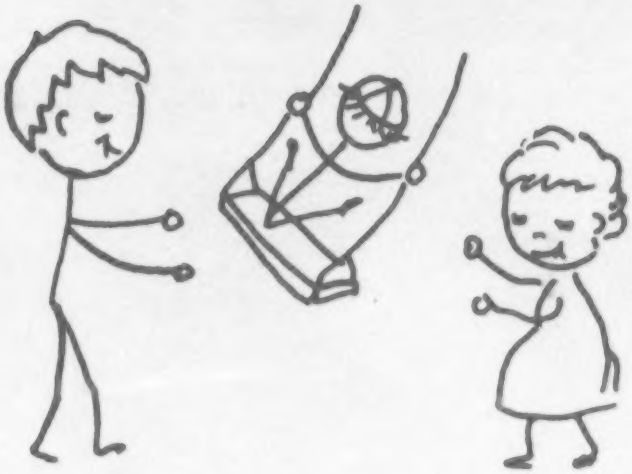

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